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ABSTRACT

This project began as a united effort by Georgia Southern College, Savannah State College, Armstrong State College, Augusta College, and Middle Georgia College, all located within 100 miles of the headquarters at Statesboro. The project was designed to improve teacher education programs by making research an integral part of the work, assisting the five institutions in recognizing research as a proper function, developing their potential in this area, and strengthening their teacher education programs through research findings. Research activities included inter-institutional, intra-institutional, and individual efforts and were encouraged by providing released time, secretarial assistance, and materials and supplies. Although very little attention had been given to research prior to this project, the results were extremely gratifying. Thirty-nine research projects (listed in the appendix) were carried out during the 3-year period, with nearly all the faculty members in professional education involved. Special efforts are being made to make research an integral part of the total academic program and to spell out the purposes and goals in teacher education in terms of behavioral objectives. Each institution has a research committee which emphasizes and coordinates research activity. Since Georgia Southern had an established graduate program at the beginning of the project, it probably benefited more than the other institutions. (MBM)

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FINAL REPORT

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REAEARCH DEVELOPMENT IN PROFESSIONAL EDUCATION

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RESEARCH DEVELOPMENT IN PROFESSIONAL EDUCATION

The Research Development in Professional Education Project began as a united effort in the Divisions of Education at Georgia Southern College, Savannah State College, Armstrong State College, Augusta College, and Middle Georgia College. Division lines were crossed, however, and people from several other departments cooperated in the endeavor. Particularly was this true at Georgia Southern and Savannah State. The activities were varied according to the size and functions of the institutions and were planned so that efforts made in the various institutions complemented one another. The activities included the instructional phase of educational research at Georgia Southern College only, since the other institutions had no graduate program and no course offerings in the area of research. Savannah State College is now offering a graduate program in elementary education.

A brief description of the five institutions that cooperated in this project follows.

Georgia Southern College is a co-educational unit of the University System of Georgia. During the period of this project, an average of approximately 4,200 students were enrolled in full-time study. The institution has a long tradition in the education of teachers and other school personnel. Its major function through the years has been that of teaching.

Through the School of Education, Georgia Southern College offers the Bachelor of Science in Education degree in the following fields:

Early Elementary Education
Elementary Education
Junior High School Teaching (grades 7-8-9)
High School Teaching (grades 8-12, inclusive)
- Business Education
- English
- French
- Home Economics
- Industrial Arts
- Mathematics
- Science
- Spanish
- Speech
- Social Science

Grades 1-12, inclusive
- Art
- Exceptional Child
- Health and Physical Education
- Music
- Library Science

Two degrees are offered in the education of teachers at the Master's degree level: (1) The Master of Education degree is offered in the following fields and leadership areas: elementary education, business education, English, industrial education, junior high teaching, mathematics, music, health and physical education, science, social science, counselor education, school leadership, reading, and school psychometry. (2) The Master of Science for Teachers degree is offered in the following high school teaching fields: English, science, business, social science, music, physical education, industrial education, and mathematics. Additionally, a six-year program is offered in elementary education, English, industrial education, music, science, social science, counselor education, school administration, and school psychology.

Savannah State College, with an average full-time enrollment of 1,700, is also a co-educational unit of the University System of

Georgia. It offers the Bachelor of Science in Education degree in the following fields:

Elementary Education
Secondary Education
- Business Education
- English
- French
- General Science
- Industrial Arts Education
- Mathematics
- Social Studies
- Spanish
- Trade and Industrial Education

Grades 1-12, inclusive
- Art Education
- Health and Physical Education
- Recreation
- Music Education

A little more than two years ago, Savannah State College received approval from the Board of Regents to offer the Master's degree in elementary education. This program is now in its second year of operation.

The college also offers a basic preparation program for teacher librarians. This is essentially an undergraduate, pre-professional sequence, designed to meet minimum requirements for certification. The college has a strong tradition as one of the better teacher education institutions in the Southeast with a student body that is predominantly Negro.

Armstrong State College is a co-educational unit of the University System of Georgia. It operated for many years as a junior college. Only recently was it made a four-year institution. The first class graduated in June of 1968. The average enrollment at Armstrong during the time of this project was approximately 1,900. It has a program in professional education leading to the Bachelor of Science in Education degree.

Augusta College, until recently, operated as a junior college in the University System of Georgia since 1925. About five years ago, it became a four-year institution, and graduated its first class in June, 1968. The enrollment at Augusta College averaged about 2,200 during the past three years. It has a program in professional education leading to the Bachelor of Science in Education degree.

Middle Georgia College is a two-year unit of the University System of Georgia. It has operated since its inception as a junior college. It has an average enrollment of approximately 1,600 during the time of this project.

The college offers the Associate in Arts and Associate in Science degrees and many pre-professional degrees. Only one course is offered in professional education since it is ordinarily customary for students to wait until they reach junior standing before further pursuing professional education courses. Many of the students at Middle Georgia College transfer to Georgia Southern College to continue their educational program.

The five colleges that cooperated in this project are located in eastern and central Georgia within 100 miles of Statesboro, the headquarters of the project. The institutions are geographically located to facilitate cooperation in a project designed to improve their teacher education programs by making research an integral part of their academic endeavors. Since teacher preparation is a central purpose of all the participating colleges, all levels of teacher preparation, except the Doctorate, are represented.

The purpose of this project from the beginning was that of assisting the five institutions in recognizing research as a proper function, developing their potentiality in this area, and strengthening their teacher education programs through research findings. The specific objectives were:

1. The continuation of educational research activity as an integral part of each participating institution's academic endeavors.

2. The further encouragement and assistance of the institutions in their support of faculty efforts in educational research, thereby enabling a greater number of the faculty to pursue educational research and to engage their students in the research process.

3. The further improvement of teaching by having the faculties and students engage in educational research.

4. The increased use of research techniques and findings in evaluating the teacher education programs.

5. The firm establishment of a self-sustaining educational research program in each participating institution which will continue to involve its faculty and students in the field of educational research.

6. The strengthening and refinement of the Master of Education degree program at Georgia Southern College for the preparation of educational researchers.

7. The development of a permanent means of dissemination, perhaps the establishment of a quarterly publication.

For a long time it has been standard policy in these institutions to compute faculty course load on the basis of fifteen quarter hours. In addition to this instructional load, most staff members participate in student advisement, committee work, and other departmental responsibilities. These heavy loads have made it difficult for faculty members to find time for much research. Fortunately, this situation is changing. Persons in key administrative positions are beginning to realize the value of research, to a great degree because of this research development project. As a result, adjustments are being made in faculty load to allow time for more research.

Prior to the inception of this project, research was not given a place of prominence. Funds were not readily available to support and encourage faculty efforts by providing released time, materials, and facilities. Although the situation is not ideal as yet, progress has been made. Georgia Southern College made available $11,000 for research purposes during each of the last two academic years, which is administered by a committee appointed for that purpose. This amount is expected to increase. Although the other institutions have not appropriated a stated amount for research, a limited amount of money is made available to help faculty members with special projects. In spite of heavy teaching loads and a lack of adequate research funds, there is much concern over research. Faculty enthusiasm is high.

The project director administered the contract and coordinated the efforts of the project officers in the five institutions. He was responsible for gaining cooperation for sharing of personnel and resources among the institutions. He directed the in-service phase of

the program and coordinated the use of consultants. He met with the research committees in the Divisions of Education in the cooperating institutions to stimulate research development and to render technical advice. The project director developed and initiated the instructional phase of the program at Georgia Southern College--the Master of Education degree in educational research. The responsibilities of this project constituted two-thirds of his load.

A project officer served in each of the colleges. This person was chairman of the research development committee in his institution. The liaison person with the project, he had the responsibility of disseminating information about the project to his committee and the division.

Research activities included inter-institutional, intra-institutional, and individual efforts. All the divisions worked together on a joint research project. One such project was kept in progress throughout the duration of the project. Each division worked on problems related to its own teacher education program. Individuals or small groups worked on the solution of problems of interest to them. These efforts were encouraged by providing released time, secretarial assistance, and materials and supplies for research purposes.

The allocation of released time, secretarial assistance, and supplies was made by an advisory committee composed of the Chairman of the Divisions of Education at Savannah State and Armstrong State, the Dean of the School of Education at Georgia Southern, and a member of the faculty from Augusta College and Middle Georgia College. The project director served as secretary to the advisory committee

and administered the allocations. Care was exercised by the committee in making allocations so that each participating institution which applied for assistance received an approximate prorata share each year.

An in-service porgram was an important part of the project activities from the outset. During the first year, three consultants were brought to one of the campuses each quarter for an in-service workshop. During the second year, two consultants came for this purpose each quarter. During the third year one consultant came each quarter. In addition, twenty-one consultants were used for special projects on an individual basis.

Members of the faculties of all the institutions attended these in-service programs. Consultants of national reputation were secured for these sessions. The instruction consisted of discussions of research design, statistics, critiques of proposed research projects, and other topics pertinent to research.

Travel was provided staff members on released time to participate in conferences or to visit similar projects, for inter-visitation among the cooperating institutions, and to conduct their research. Staff members on released time were encouraged to attend the American Educational Research Association meeting annually. Four members attended the meeting the first year. Two members went the second year, and two attended the third year.

Computer rental was provided through the University System for individual, divisional, and group projects. However, Georgia Southern now owns two Monroe Epic 3000 Printing Calculators that handled the

majority of the statistical analysis of data. In addition, it now has its own computer center which is connected to the computer center at the University of Georgia.

A research laboratory was established at Georgia Southern College. It contained offices for the project director, space for clerical assistance, space for the graduate assistants, storage and shelving for research materials, and the claculators mentioned above. The library has secured the ERIC materials. The participating institutions were encouraged to provide adequate facilities for research efforts made by their staffs.

Since all the personnel in the project have been involved in teaching, their experiences and findings in educational research are integrated with their teaching. The research emphasis has strengthened their instruction and has provided students with an improved program based on recent findings. Real efforts are being made to revise parts of the teacher education programs in the light of research findings.

The findings were disseminated through the Faculty Research Bulletin of Savannah State College, the Marvin Pittman Studies of Georgia Southern College, mimeographed copies of completed project reports, news releases, professional journals, and lectures to educational groups.

Several faculty members at Georgia Southern College are working on proposals to submit to funding agencies for consideration. It is anticipated that the research experience gained through participating in this project will lead to the further development of Small Project Research proposals which should contribute to education on a long-range basis.

The Value of the Project

Although very little attention was given to research prior to the initiation of this project, the results of this endeavor were extremely gratifying. Thirty-nine research projects (See Appendix for titles) were carried out during the three-year period. Nearly all the faculty members in professional education, as well as several others from various disciplines, were involved in these projects. Knowledge and experience gained from this activity will pay great dividends in the future. Much evidence is apparent already. At all the institutions there is a research consciousness that never prevailed before. Special effort is being put forth to make research an integral part of the total academic endeavor. At most of the institutions, efforts are being undertaken to spell out purposes and goals in teacher education in terms of behavioral objectives. To become a member of the faculty of the Graduate School of Georgia Southern, one must engage in research that results in publication.

Each institution has a research committee that emphasizes and coordinates research activity. The School of Education of Georgia Southern College has appointed a director of research and development. Furthermore, a computer center has been established with a full-time director who assists all faculty members with their statistical analysis. He also makes available other kinds of useful information.

The Master of Education degree program for educational researchers has been established at Georgia Southern College. Three persons have

completed the program, and several others are presently pursuing it. Two professors are engaged in the teaching phase of this program, but further additions are anticipated in order to strengthen and refine it. Particularly will this be the case upon approval of the pending doctoral proposal.

The permanent means of dissemination has become a reality. Georgia Southern College has established the Marvin Pittman Studies, a semi-annual journal for the publication of research reports and related materials.

The seven people who attended the research training institutes in Oregon and Michigan came back with fresh, new ideas, especially as these relate to behavioral objectives for instruction. As a result, revisions in courses and programs are taking place. In addition, writing proposals for submission to funding agencies for consideration is made easier. The director of this research development project wrote and submitted two proposals for a Junior College Faculty Preparation Program to USOE which have been approved. The program thus far has provided sixteen two-year fellowships for exceptional young men and women to prepare for teaching in higher education.

Almost without exception, the accomplishments mentioned above are tied directly to this research development grant. At least ninety percent of the effort to get these things was inspired by this program.

The recipients of this grant are extremely grateful for what the program has meant to them. Since Georgia Southern had an established graduate program at the outset of the project, it has probably benefitted

in a greater measure than the other institutions. However, the other four colleges have made much progress and are to be commended for their untiring efforts. The five institutions that cooperated in this endeavor expect to move ahead to prove the real worth of the expenditure of $126,926 in USOE funds.

APPENDIX

Titles of Research Projects

Armstrong State College

The Construction and Validation of a Professional Educational Analysis Inventroy (All the institutions are involved in this project)

The Construction and Utilization of a Forced-Choice Instrument for Evaluating Student Teachers

A study of the Relationship Between Certain Variables and the Science Interests of Children

Augusta College

Factors Associated With Choosing and Not Choosing Teaching As a Career

A Study of Teacher Education Requirements in Selected Colleges and Universities Throughout the United States

A New Approach in Teacher Education

Teaching for Broader Objectives--Restructuring the Learning Situation

Georgia Southern College

The National Status of the Introductory Course in the Education Sequence

The effect of Vicarious Experiences With Video-Tapes on Student Teachers

A Managerial Appraisal of Graduates of Two Area Vocational Technical Schools in Georgia

A Study Designed to Identify Variables That Correlate With Teaching Success

A Study to Determine the Feasibility of a Twelve-Month Public School System

A Proposal for the Preparation of Supervisors of High School Subjects

A Survey of the Present Status of Science Teaching in Selected Elementary, Junior High, and Senior High Schools in a Five-County Area in Commuting Distance of Georgia Southern College

An Analysis of Evaluation Methods as Applied to Honors Programs

A Comparative Study of the Chromosome Number in Myriophyllum Spicatum L. from Several Regions in the United States

An Evaluation of Early Elementary Education with Special Reference to the Inter-Disciplinary Approach

A Study of the American Industry Approach to Teaching Industrial Arts

A Comparison of Negro Students Who Attend Desegrated Schools with Negro Students Who Attend Segregated Schools on Achievement, Personality, Needs, and Presses

A Comparative Study of the Rebus Flash Cards and Traditional Ortography Flash Cards

A Study to Appraise Tests as a Means of Identifying Promising Candidates to Train as Psychometrists and Psychologists in the Public Schools of Georgia

A Study of Longitudinal Research Procedures and the Categorization and Collection of Data Germane to the Evaluation of the Georgia Southern College Reading Improvement Laboratory

A Study of Change in Cognitive and Affective Variables in Headstart Children

The Cause of the Lag in Proficiency in Spoken English Noted in Georgia Southern College Students

An Evaluative Study of the Graduates in Junior High Teaching

A Factor Analytic Study of the D-48 Test of Mental Ability

The Effects of Instruction in a Technique of Art Criticism upon the Responses of Elementary Students to Art Objects

A Descriptive Analysis of the Teaching of the Metric System in the Public Schools of Selected Georgia Counties

A Study of the Common Problems and Difficulties of First-Year Teachers

Developing a Sequence of Teaching-Learning Units for Teaching the Techniques of Research in High School

A Study of Beginning Junior High School Teachers in Georgia with Special Reference to Certification

The Effectiveness of an Intermediate Step in Reading Instruction for the Mentally Retarded

Middle Georgia College

An Evaluation of Increased Elementary Instrumentation in Chemistry With Respect to Interest and Achievement

A Study of the Shared Services Projects in Georgia with a View to the Establishment of Evaluative Guidelines

An Appraisal of the Research Techniques in Elementary Chemistry

Savannah State College

A New Approach: The Horizontal Organization of Teaching in General Education Biology Basic to Professional Education

A Dictionary of Research Concepts and Statistical Techniques in the Social Sciences

Developing and Testing a Management Strategy for Individualized Learning in the Introductory Social Science Course

A Study of the Value of Certain Areas of College Training for Predicting Success of Elementary and Secondary School Teachers